

P-20 Coordinating Council

Supporting Struggling Schools Task Force Meeting December 3, 2009





Call to Order and Welcome

**Marc Osborn
Task Force Chair**

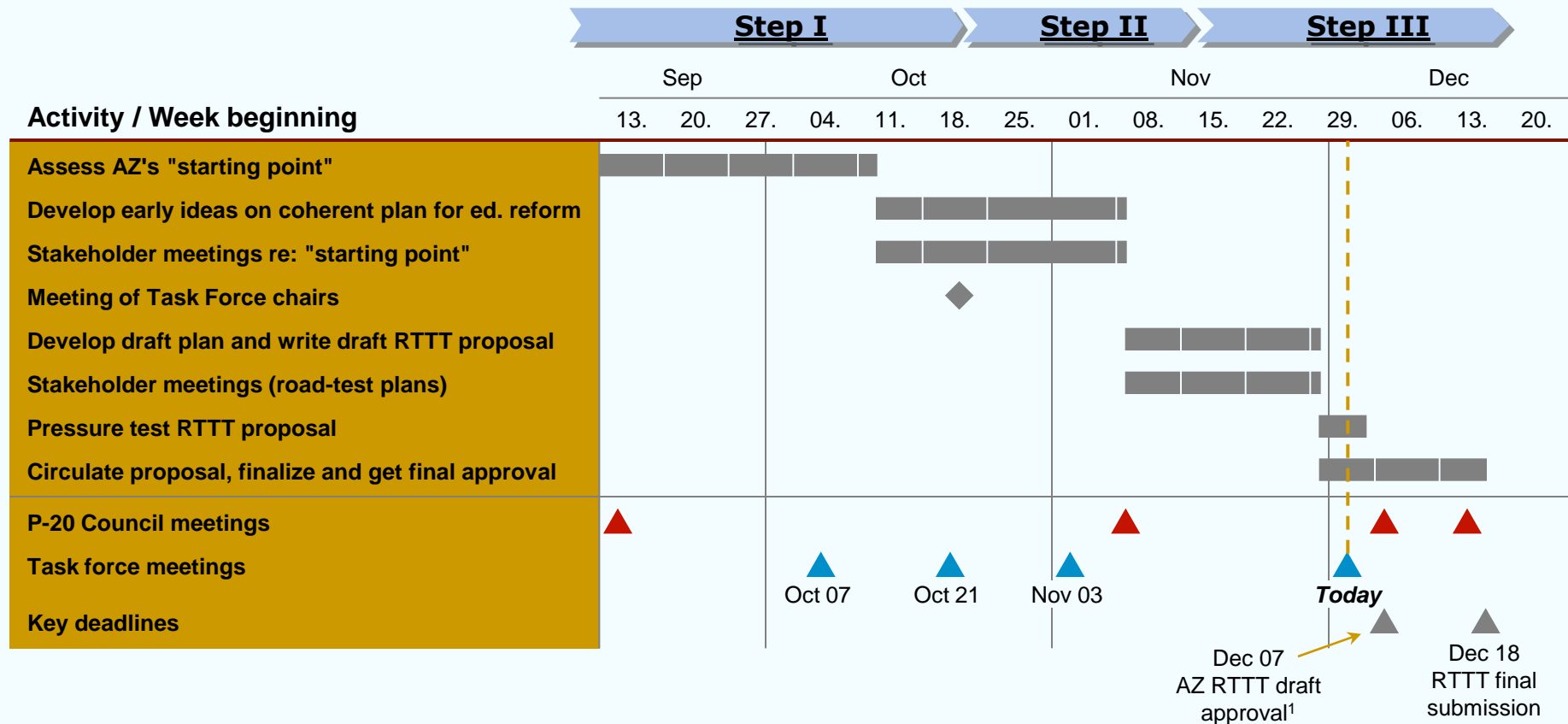


Office of Governor Janice K. Brewer

Today we will review final requirements and current draft of RTTT grant application

	 Meeting #1 Oct. 7	 Meeting #2 Oct. 21	 Meeting #3 Nov. 3	 Meeting #4 Today
Key issues on agenda	<ul style="list-style-type: none">• Introduction• Current state• RTTT criteria• Approach for the next few months	<ul style="list-style-type: none">• Current state and apparent gaps• Strawman approach to reform plan for Supporting Struggling Schools• Prioritization framework• Stakeholder engagement	<ul style="list-style-type: none">• Continued discussion of key gaps vs. RTTT• Refined strawman approach to reform plans – focus on open questions	<ul style="list-style-type: none">• Review final RTTT requirements• Review current draft of RTTT grant
Deliverables	<ul style="list-style-type: none">• Agreement on team charter and the process forward	<ul style="list-style-type: none">• Gaps, open questions• Strawman approach to reform plan	<ul style="list-style-type: none">• Coherent plan to present at P-20 Council meeting	<ul style="list-style-type: none">• Final recommendation to P-20 Council

Where we are: Final recommendation to P-20 on Monday; RTTT narrative will be complete in less than three weeks



RTTT submission date now finalized for Jan. 19

1. Currently planning RTTT review by State Board of Ed and P20 Council Dec. 7 - 11

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Update and Review – RTTT Grant Application

**John Pineda
BCG**



Office of Governor Janice K. Brewer

Final requirements specific to Supporting Struggling Schools assurance area

"State Reform Conditions Criteria"

The degree of intervention authority Arizona has at the "persistently lowest-achieving schools"¹ and LEAs (10 points)

- Full points awarded to States that can intervene directly in both schools and LEAs

"Reform Plan Criteria"

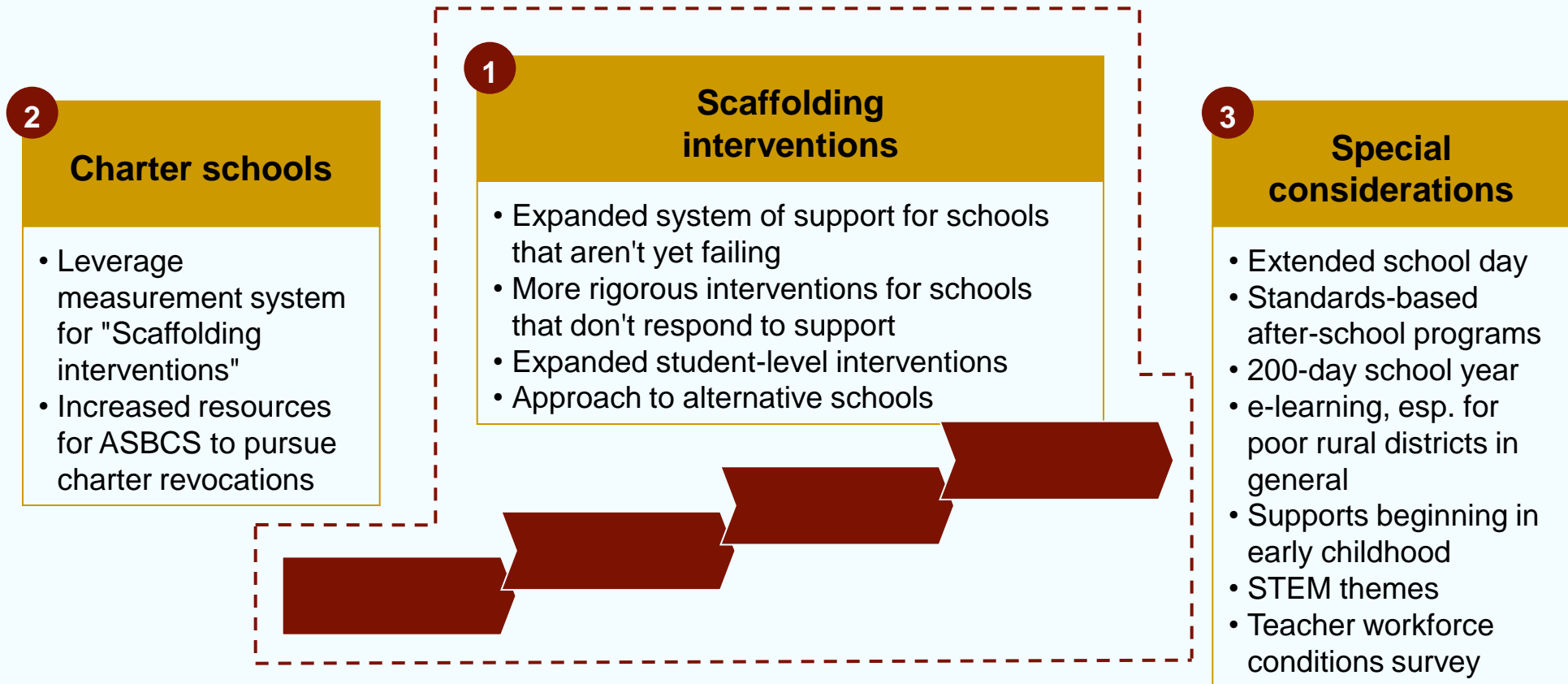
High-quality plan to identify the persistently lowest-achieving schools and support LEAs in efforts to turn around these schools (40 points)

- Turnaround options include transformation (replacing principal and implementing broad support), turnaround (replace 50% of staff and implement new governance model), conversion to charter and closure
- If more than nine of these schools are located in one LEA, the transformation model cannot be used for more than half of the schools (thus Arizona could use all transformations if it so chose)

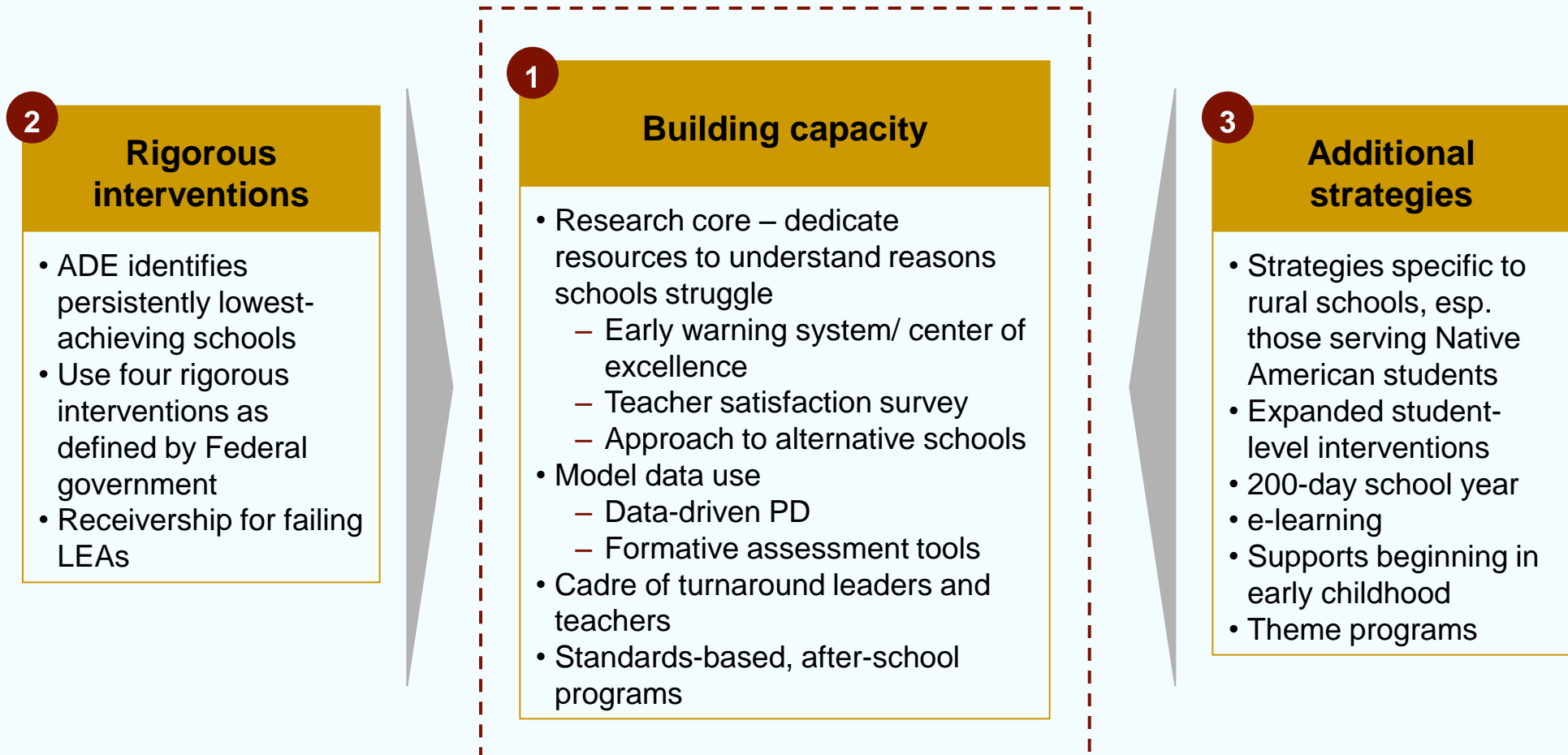
Criteria related to charter schools now categorized under "General"

1. Title I schools in improvement, corrective action, or restructuring in the State and the secondary schools (both middle and high schools) in the State that are equally as low-achieving as these Title I schools and are eligible for, but do not receive, Title I funds

Recall: Strawman recommendation for Supporting Struggling Schools centered on "scaffolding interventions"



Revised strawman recommendation for Supporting Struggling Schools centers on "building capacity"



The degree of intervention authority related to "persistently lowest-achieving schools" and LEAs (10 points)

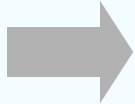


In this section, must describe the State's legal authority to intervene at the persistently lowest-achieving schools and LEAs

- **AZ Learns statute provides legal authority to intervene at the school level**
 - **Includes removing the principal and changing the governance structure**
 - **May need to strengthen statute to replace staff, as dictated by the turnaround model, to convert to charter, or to close a school**
- **Arizona State Board for Charter Schools has authority to revoke charters for financial or academic reasons**
- **State statute provides legal authority to put districts with six or more schools into receivership for financial or academic reasons**

High-quality plan to identify the persistently lowest-achieving schools and turn them around *(40 points)*

Identification system



The parties responsible for the RTTT application will pursue policy changes that rework the AZ Learns formula to align with RTTT guidance and provide one, clear accountability system for Arizona schools



ADE will use this system to assess all schools (traditional and charter) and identify the persistently lowest-achieving schools

Rigorous interventions



For identified traditional schools, ADE will execute, as appropriate, one of the four rigorous interventions defined by the Federal government




The Arizona State Board for Charter Schools agrees to pursue charter revocation for each identified school



The Arizona State Board of Education will continue monitoring struggling LEAs of six or more schools and as appropriate move to put them into receivership


High-quality plan to identify the persistently lowest-achieving schools and turn them around *(40 points)*

Building capacity



ADE will partner with higher education, the Arizona Education Association and appropriate vendors to develop a research core to highlight and develop strategies for dramatically improving struggling schools

- Approach to alternative schools
- Early warning system
- Teacher satisfaction survey



LEAs will hire assessment specialists and academic coaches to work with all schools, though these personnel will be focused at lower ratios on the schools receiving turnarounds or transformations



The Governor's office will create the Governor's Distinguished Educator Corp to work with the State's persistently lowest-achieving schools

- RTTT funds will be used to invest in programs that identify and develop promising teachers (e.g., Teach for America, NAUTeach, Rodel, National Board Certification, Troops to Teachers)



The State will pay stipends to teachers who develop programming and staff an expansion of standards-based after-school programs

High-quality plan to identify the persistently lowest-achieving schools and turn them around *(40 points)*

Additional strategies



The State will provide a 5% salary incentive to all teachers in qualified at-risk LEAs that opt for a 200-day school year



ADE will expand access to e-learning for students at schools that cannot support more advanced programming



RTTT funds will be used to invest in programs (e.g., JAG, MAC-Ro, Beat the Odds) that can be effective in supporting struggling or disadvantaged schools



RTTT funds will be used to invest in developing school themes (e.g., International Schools) that can be effective in turnaround or transformation situations. The P-20 Council will designate a task force to analyze the options in-depth

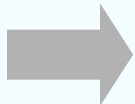
High-quality plan to identify the persistently lowest-achieving schools and turn them around *(40 points)*

Additional strategies (cont'd)



The P-20 Council will appoint a task force to monitor the implementation of strategies targeted specifically for Native American schools, and to recommend continuous improvement efforts

- Involvement of tribal councils in decision-making
- Building cultural component into curriculum
- Setting of high expectations for academic performance



Arizona First Things First will expand its system of support and opt-in accountability for early education centers



ADE will revive AZ Reads, a previously successful program focused on building reading skills

- May be targeted for multiple grades, but particular focus will be on 3rd Graders transitioning to 4th Grade
- Mandatory participation for struggling and possibly near-struggling schools

Next steps

Get input/ reactions from P-20 Council on Monday

Continue to develop plans – may reach out to individuals as needed, e.g.,

- Changes to AZ Learns formula
- Programs to support struggling schools
- Rural/ Native American strategy

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Call to the Public Adjournment

**Marc Osborn
Task Force Chair**



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